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PROGRAM REPORTS FROM LARGE CITIES.

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DESCRIBED IS THE USE OF AUDIOVISUAL MATERIALS IN PROGRAMS IN SCHOOLS IN NEW YORK CITY, MILWAUKEE, SAN DIEGO, DETROIT, AND CHICAGO. THE PROGRAMS OFFER INSTRUCTION IN SUCH AREAS AS LANGUAGE SKILLS AND DEVELOPMENT, READING, CULTURAL ENRICHMENT, DRIVER EDUCATION, HEALTH EDUCATION, AND JOB TRAINING. SOME OF THESE CITIES HAVE DEVELOPED AUDIOVISUAL PROGRAMS SPECIFICALLY FOR THE DISADVANTAGED. THIS ARTICLE WAS PUBLISHED IN THE "AUDIOVISUAL INSTRUCTION," VOLUME 10, NUMBER 1, JANUARY 1965. (NH)

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New York City Report

Edward G. Bernard

In the New York City school system, the Bureau of Audio-Visual Instruction is engaged in many projects to improve applications of the newer instructional media and methods in the education of the disadvantaged.

In the field of early childhood, a study is under way in two schools in Williamsburg at the kindergarten-second grade level to develop more intensive applications of multimedia resources, particularly in relation to language development skills and citizenship. A major emphasis is on improving school-home liaison during the six months prior to children's entry into kindergarten, involving the use of special color slide orientation for parents.

The most important of the school system's special projects for the disadvantaged is the "More Effective Schools" program sponsored by the superintendent of schools. This has a major audiovisual instruction emphasis and includes provision of full-time audiovisualists and intensive and enriched use of the newer teaching tools in language skills development.

In cooperation with the Office of Research of the City University of New York, a special formal study of the role and contributions of audiovisual resources in teaching reading is being undertaken in 11 elementary schools with the assistance of a grant from the U.S. Office of Education.

For several years the Bureau of Audio-Visual Instruction also has been cooperating with the Division of Elementary Schools in a pilot demonstration project involving about 11 schools. This project has been showing valuable results in the intensive use of filmstrips and phonograph records in elementary reading instruction to strengthen the experiential base for concept development.

Closely related to the reading project is the cultural resources service program of the Bureau of Audio-Visual Instruction. This service includes performances by touring performing arts and theatre groups through the schools, particularly offerings of Shakespeare and ballet programs and opera groups. A Saturday morning theatre project in a number of neighborhood schools has met with considerable success. Many thousands of pupils are being enabled to strengthen their cultural background through the provision of discount prices and free tickets to valuable performing arts experiences in theatres. In cooperation with the Metropolitan Opera

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Guild and the American National Theatre and Academy, two large and successful in-service courses for teachers are offered which strengthen their ability to use cultural resources for the education of the disadvantaged.

The Bureau of Audio-Visual Instruction is also a principal element in the Mayor's Committee for Young Peoples Film Festivals, which is an important project in the program to improve the use and understanding of film and television.

At the junior high school level and in several elementary schools, pilot projects involving the provision of a full-time audiovisualist within each individual school are being conducted to improve the utilization of the newer instructional media. The selected schools are mostly in disadvantaged areas.

Another project showing great promise is the use of simultaneous translator equipment in schools having large registrations of non-English speaking parents, particularly those from Puerto Rico, which makes possible highly significant improvements in school-home liaison.

In several schools a promising exploratory use of camera clubs and photography at the elementary level is being related to the development of improved learning in creative expression in spoken language skills and science.

Single concept 8mm films are being produced in several projects to improve the teaching of vocational skills and elementary instruction in handwriting.

Two large-scale film production projects also are directed at improving the instruction of the disadvantaged. The first of these is a series of films presenting hero-images and occupational guidance to enhance the self-image of the disadvantaged child; the second is directed at strengthening teacher recruitment for schools in disadvantaged areas.

Milwaukee Report

Gerard P. Farley

At first glance, Milwaukee's experience in "behind-the-wheel" driver education instruction refutes the claim that disadvantaged students need special treatment or consideration. Of the 3,175 students who took this course in the summer of 1964, only 27 dropped the course, 20 failed, and two moved away. These young people—a random sample of the local school population—had to pass a written state examination and a State Motor Vehicle Department driver's test to complete the course. Some may wonder how the disadvantaged could compete on equal terms with all other students. In this case, a wide range of media was employed: the Driv-O-Trainer, 8mm films, instructional television, filmstrips, models, and late model cars. Why did 98.5 percent succeed in this course? Two reasons stand out sharply: first, the students were dealing with the "real thing"—it was a firsthand experience; second, they were highly motivated—they wanted to earn a license to drive. Undoubtedly, students will work harder and gain greater success if instruction is made more realistic and school goals have real meaning for them. Successful education need not be costly, either. After deducting state aids, the per pupil cost for this valuable six-weeks course was only 84 cents.

On the other hand, the Audio-Visual Department conducted a study last year to determine which teaching aids were most appropriate for use in a six-weeks unit of a health course. Films, study guides, filmstrips, slides, charts, recordings, transparencies, and flat pictures were sent to health classes in six sections of the city. All types of media were used, but, admittedly, the motivation was not the same as in driver education.

Teachers and students in the health course indicated which materials were most helpful. When the results were tabulated, it became clear that no single medium was best for all. Disadvantaged students, in general, needed simpler, slower paced materials, but the extensive library of audiovisual materials on different grade levels provided the variety needed by both the advantaged and the disadvantaged. This selection remains in the hands of the only person who can make the right choice—the classroom teacher.

Equality of opportunity has been provided through a fair and generous system of providing equipment on a prescribed basis. Old equipment is replaced on a realistic timetable so that worn-out teaching aids do not discourage proper use of the media. That a wide variety of teaching materials is provided to accompany this equipment is attested to by the library of over 14,100 films, 5,600 filmstrips, 1,100 specimens, 1,300 tapes, and over 74,000 slides. All films are selected by curriculum specialists only after close screening, and no single offering is approved as the only choice.

Certain programs have been formulated specifically for disadvantaged groups. Special classes have been set up for in-migrant and transient students who are handicapped for various reasons. These students who lack familiarity with the community and with "life in the big city" are taken on field trips to extend their contacts. Planned camping trips are also provided. This group makes extensive use of all types of audiovisual materials.

Among other disadvantaged groups aided through audiovisual technology are the students with foreign or regional speech patterns which serve as a barrier to basic communication and later job placement. Using a simplified language laboratory and the "listen and repeat" methods used in teaching foreign language, many of these children have been helped to learn normal, acceptable speech patterns. Students show rapid improvement when they realize that speech improvement can win them new friends and ready acceptance.

Cultural enrichment activities have been added in

the fields of music, art, and drama. Stereo music is provided both through the visit of the Milwaukee Symphony Orchestra and through the use of new stereo phonographs. Art experiences are extended beyond the regular school day both by activities in the school and out in the community. Dramatic groups visit the schools, and students are invited to join. Scientific and historic exhibits tour the schools to provide enrichment.

A special elementary summer school was conducted in 1964. Unlike the usual program geared to "repeaters" or "skippers," this project was conceived for the child of normal ability who needed enrichment activities to strengthen his educational background. The curriculum was basically the same as in the regular school program, but the child's work was extended beyond the classroom as much as possible. There were many field trips, and wide use was made of all audiovisual media.

All disadvantages are not of a socioeconomic nature. Some students are disabled because of some physical defect. Such is the case of the deaf or extremely hard-of-hearing person. With hearing aids and special amplifying systems, these children can be helped in special classrooms, but often they miss out on many of the activities with normal children. This was true of 120 children at the Neeskara School until 1964 when a special sound induction loop was installed in the school auditorium. Since then, they have been participating fully in the school activities, taking part in programs, plays, film showings, and television presentations. With the boost of power now provided, they can hear in this large area and mingle more normally with their advantaged classmates.

During the past year, elementary schools in the depressed areas received their first overhead projectors. As an aid the Audio-Visual Department produced a 12-minute film which demonstrated what teachers could do with this tool and explained services performed by the department. To assure teacher competency, faculty meetings were required where the Audio-Visual Department personnel demonstrated the use of the overhead projector in all subjects and on all grade levels. These faculty demonstrations in the several schools served as a springboard for more realistic and more colorful teaching by providing a flexible tool which can be adapted to the needs and interest of a particular class at its individual stage of readiness.

Over the years there have been a number of teacher and student education programs which have helped the cause of the disadvantaged. For three years, the school board has sponsored a human relations workshop highlighting community problems, and this year a special workshop is being conducted for teachers from the inner city, focusing attention on their special problems. This summer over 1,100 students from grades 5 to 12 received special instruction in equipment operation, and a limited number mastered the handling of the language laboratory. This training resulted in much greater use of audiovisual equipment and materials, especially in the deprived areas of the city.

Milwaukee has fostered many other programs for the disadvantaged where the use of media is not as obvious. In some cases students have been grouped in special classes; in other instances they have remained with the normal group after adaptations have been made. There is no single solution, but in every project every effort is being made to see that the student is highly motivated and that media are used realistically. Milwaukee is using all the new tools to attack this problem—and finding some new ways to use old tools. Yes, Milwaukee is concerned about the disadvantaged, and Milwaukee is busy doing something about them.

San Diego Report

Robert A. Bennett

The McAteer Bill passed by the California State Legislature has provided the San Diego City Schools with funds for an exciting project in compensatory education. As in other metropolitan areas in the United States, one section of the city has become the home of many children who live in a culture far different from that of the predominantly white, middle-class neighborhoods. Children from these "culturally different" homes frequently come to school with little experience with the standard English dialect used by their teachers. Many of the cultural resources of the community have not been used by their families, and the lives of these children have been restricted by the confines of their immediate neighborhood. To provide equal educational opportunities to children living in this environment requires additional programs to compensate for their cultural differences.

Imaginative use of instructional materials and audiovisual equipment has proved to be an effective method of implementing the San Diego program in compensatory education. Although much of the first year of the project (1963-64) was devoted to planning, important changes in the instructional program were evident before the end of the year. Many elementary school children had their first library experiences, and "filmtrips" were fully operational. This year other new teaching approaches will be introduced. Three programs deserve special mention: "filmtrips," the spokesman, and the listening post.

The "filmtrip" program was originated to meet a special need. At a time when we were attempting to provide broader community experiences to the children from culturally different areas of the city, all funds for field trips were cut off. With a very limited budget the Curriculum Services Division decided to produce a series of filmstrips about the community, which were called "filmtrips." Criteria used in selecting topics included significance of content to the curriculum, use of

children in the pictures as an aid to identification with the experience, and the unavailability of commercial materials on a similar subject. Filmtrips were completed on such subjects as the harbor, airport, telephone company, missions, art gallery, theaters, museums, "Historical Old Town," transportation, wholesale and retail markets, the hospital, truck gardens, and orchards. The only three basic items needed in producing the filmtrips were a good 35mm camera, a slide-copying camera, and tape recording equipment. A teacher's guide was prepared for each filmtrip, and several of the filmtrips also had taped narration to accompany the pictures. Several business and civic groups assisted in planning, filming, and preparing the commentary, thereby making the entire project an exciting adventure in school-community cooperation.

The spokesman project was an experimental program on the use of the classroom telephone. Our purpose was to evaluate its use as a means of enriching instruction and making more effective use of community resources. The spokesman is a regular telephone instrument with a separately housed amplifying speaker. The instrument is used in the normal telephone fashion with the additional feature that both the voices of the child or teacher in the classroom and of the outside resource person are amplified and heard. When used in an instructional situation, appointments for calls are usually made in advance by teacher, secretary, or principal. Sometimes informal calls are made without advance notice to capitalize on opportune situations. During the time that the call is in progress, the teacher may supplement the conversation by outlining information or writing words or phrases on the board related to the concepts or understandings being discussed. At the conclusion of the conference the teacher again summarizes to ensure that the resource person's comments are fully understood by the children. Calls are made to a wide range of resource people throughout the community whose expertness in certain areas can be shared with the pupils and teachers. A call to a resource person may be taped if permission is obtained, and then can be replayed for the purpose of reviewing or clarifying statements of the resource person. Although the experimental program was extremely successful, full-scale use of the spokesman in compensatory education schools has not yet been possible in San Diego. The program will be implemented, however, as funds become available.

The listening post is simply a tape recorder with several earphone attachments which permits a small group to listen to material appropriate to them without distracting other children in the class. The uses of the listening post are limited only by the creativity and ingenuity of the teacher. We know, for example, that many children from a culturally different environment do not hear standard English phonemes in their home or neighborhood. The listening post can provide these children with additional opportunities to enrich their language experiences as they listen to stories read by the teacher, excerpts from the disc recordings, or dialogue recorded by others.

Of course, filmstrips, study prints, disc and tape recordings, and a variety of instructional materials continue to provide the backbone of our program for all children. But certain children, the culturally different, need experiences beyond the standard program to compensate for certain educational handicaps. Audiovisual materials and equipment—especially the filmtrip, the spokesman, and the listening post—will help to provide the enriching experiences required in an effective compensatory education program.

Detroit Report

Peter Golej

The general condition of rapid and significant change which exists in our world today has brought with it an increase in population mobility. The resulting changes in Detroit's social structure have made necessary the establishment of several new educational programs as well as adjustments in previously existing programs designed to cope specifically with the problems resulting from cultural disadvantages. A few of these programs and the contributions of instructional media toward the realization of specific goals are described below.

MDTA PROJECT. Prominently displayed on the wall of the teachers' workroom at the Skills Training Center of the Detroit Manpower Development Training Act Project is a white card with the single word "Think" appearing on it. That the teachers take this to mean "think creatively" is evident from the instructional devices that have been developed and are being used with the students enrolled at the Center, among whom are illiterate adults. All enrolled at the Center are in need of some degree of training in elementary language or number skills either to become employable in a chosen occupation or to achieve a higher level of employment skill.

The scarcity of suitable instructional materials has made it necessary for teachers in this and in similar areas of instruction to employ materials and methods which make use of adult interests and experience in teaching elementary skills. Posters portraying good human relations, which are student-produced and relate closely to adult experience, are a good example. Another visual device being used with success is the student scrapbook made up of materials clipped from magazines to illustrate a central theme.

The problems arising from a limited reading vocabulary are avoided by the use of taped recordings. Adults who are painfully aware of their inability to read respond well to taped lessons. Teachers who work with adults and students of high school age in this and other

rehabilitation projects have included tape recordings and slides in programed instruction materials which they themselves have written. The teaching staff at the Skills Training Center is planning to include closed-circuit television in the instructional program.

Two time-tested visual devices—flash cards and labels—are being used often in teaching word recognition to adults. Labels are attached to doors, windows, walls, floors, furniture, tools, and other items that have a particular relationship to the skill being learned. Flash cards are used both in the conventional manner and in the opaque projector.

It is but a short step from the flash card to the tachistoscope, and several such devices are being used with apparent success. Supplementary reading and number skill exercises for use with the overhead projector have been prepared by the teachers. Many of these require completion or marking of the transparency by the student. The manipulation of various devices by students appears to stimulate interest and contribute to the learning process.

A collection of instructional 2x2 slides is being developed by the teaching staff. Commercially available instructional materials, particularly films and filmstrips, are being carefully evaluated, and those that can be of use in the instructional program are being acquired and added to the in-building audiovisual library. Teachers at the Center often provide their own commentary with slides, filmstrips, and even films. Frequent pauses for discussion during a showing are the rule rather than the exception.

Every effort is being made to improve the self-image of the student and to develop a sense of equality and belonging. The uniform has proven itself to be a particularly valuable device. Not only has its use resulted in an improved self-image on the part of the individual and the group, but it has become a means of improving habits of neatness and cleanliness and developing greater respect for clothing and materials.

Extensive use is made of community resources. Trips are taken to places of business and industry, especially those offering employment opportunities of the type to which these students can aspire. Specialists are brought to the classroom to share valuable information and to present very effective demonstrations, particularly in the areas of fire prevention and electrical safety.

DETROIT GREAT CITIES SCHOOL IMPROVEMENT PROJECT. Another program which makes much use of community resources is the Detroit Great Cities School Improvement Project, which currently is being expanded from 7 to 27 schools located in culturally deprived areas. This program, designed to serve the preschool child as well as children of school age, is community centered and, as such, involves parents, teachers, and community residents. A special bus has been provided for pupil trips. Parents who accompany their children often plan similar trips for adult groups.

In this program, the improvement of the self-image begins at the nursery school level. In several schools, large reproductions of characters from the City Reading Series decorate the walls of the nursery classrooms. Children enrolled in the nursery school are thus introduced to the characters whom they will meet later in their readers. These characters, as well as the stories and illustrations in the integrated readers, are within the range of experience of children living in culturally deprived areas, and, in fact, most children living in urban areas.

Parents and community residents are encouraged to visit the schools and to avail themselves of the opportunity to use school facilities and equipment for activities that they themselves can help to initiate and organize. Such activities may be of an individual or group nature. Articles may be brought from home and repaired with school equipment. Afternoon or evening crafts classes may be organized. Teachers and area residents often volunteer their services. Successful activities of this type are contributing to the improvement of the self-image on the part of the individual, the group, and even the community.

At the high school level, much work is done in the Great Cities Project with audiovisual materials and methods for the improvement of language skills. Special reading improvement programs telecast from WTVS, Channel 56, are used effectively. Students are prepared for viewing and engage in postviewing activities designed to improve vocabulary and other language skills. Tachistoscopic devices and reading pacers are being used experimentally in this program. One popular device is a "homemade" reading pacer. Words previously written on a strip of paper are pulled past an aperture at a speed controlled by the student. Other devices used are word wheels, drill cards with flaps, and word games.

JOB UPGRADING PROGRAM. Students who are enrolled in the Job Upgrading Program work part time. Students who might otherwise become dropouts are enabled to remain in school and acquire a basic education. Audiovisual materials of a guidance nature are an important part of this instructional program. Students learn how to get and keep a job, how to get along well with others, and how to recognize and make better use of their own abilities. Readily available guidance materials in the form of sound films, filmstrips, slides, pictures, and recordings are used effectively in this program. Much of this material is available from the Audiovisual Teaching Aids Library which services all Detroit public schools. New materials are being added regularly to this library. Teachers seldom find it necessary to go to other sources for instructional audiovisual materials.

SPECIAL EDUCATION. The Special Education Vocational Rehabilitation Project is primarily for research and demonstration. One of the achievements of this project is the development of programed instruction materials utilizing projected images with sound and an electric board. When the student has made a correct response by inserting a metallic probe in the proper perforation, the tape recorder is started and the next question is presented. Students with serious reading difficulties can benefit from this method of instruction.

Teachers who work with mentally retarded children enrolled in special education classes are finding that some of the instructional materials they have created and have been using with an opaque projector acquire

greater instructional potential if modified for use with the overhead projector. The availability of both types of projectors has increased the variety of materials that can be used successfully with children of limited ability.

In addition, special education teachers may obtain and use any materials available from the central audiovisual materials library and the Children's Museum. The latter circulates mounted pictures, models, charts, special maps and globes, specimens, and realia in kit form. Classes are encouraged to visit the museum and participate in activities under the leadership of museum staff teachers. Several programs make possible a variety of pupil trips in and around the metropolitan area. Teachers seek to extend the exceptional child's experiential background by including frequent walking trips to nearby places.

It is hoped that this brief report will be interpreted as an indication of the many ways in which teachers in Detroit are using instructional media to cope with some of the problems encountered in the education of the disadvantaged.

Chicago Report

Helen P. Bradley

In an attempt to provide an educational program that would give to all children the opportunity to realize their achievement potential, the Chicago Board of Education has undertaken the operation of special summer schools. The Board wanted to experiment, under the most favorable conditions, with the best methods of teaching children in densely populated areas, many of whom could be called "culturally disadvantaged" children.

It was the purpose of the Board to motivate these children to relate well to school and to involve parents actively in the program so that the goals of the school would be understood and so that a partnership might be developed between the home and the school in the pursuit of excellence in education.

This special summer school program has grown from three schools in 1960 with 1,800 children to 20 schools with 13,000 children in 1964. Special features of the 1964 program included kindergarten classes in all schools and preschool classes in three of the schools. As in previous years, in all schools there were classes from first grade through sixth grade.

The special summer school program emphasized motivation, flexibility, and creativity in every teaching and learning situation. Class size was limited to 25 pupils. The major emphasis was on the language arts with special attention given to the development of reading skills and the improvement of reading comprehension. Practical experience was given in arithmetic, and science and social studies furnished the theme for the other units of work. Thus, all the subjects normally included in the curriculum were correlated in the learning activities.

Working under the leadership of a principal, the staff included experienced and excellent teachers who provided intensive teacher-nurse, psychological, library, and consultant services. Special resource teachers were available to provide enrichment to the program.

The focus of the special program was centered on providing the ideal environment for learning for every child, and the rich resources of the city were utilized to stimulate children's interests and to develop an appreciation for the advantages of Chicago.

An abundance of text and work materials and a variety of audiovisual aids in far greater amounts than is found in the normal school were provided in each school. The teachers were encouraged to experiment in classroom procedures and received intensive in-service training from specialists in diverse fields. There was an enthusiastic acceptance and interest in the program on the part of everyone. Among the special techniques and conditions utilized by these special schools were the following:

- Individual filmstrip viewers in the classroom permitting the youngsters to research and learn from materials for special purposes in the midst of a group engaged in other activities.
- Field trips related to units of learning in the classroom were organized for every class in every school with many classes enjoying a second and third trip in the eight-week period.
- Instruction utilizing every conceivable type of audiovisual aid and taking advantage of the motivation that children derive from differences in presentation.
- Frequent participation in large-group activities with a focus on the value the children received from involvement instead of its appeal as a program.
- Permanent motion picture film libraries in each school covering a wealth of general topics. These collections were supplemented by biweekly deliveries in unlimited amounts.
- A 24-hour repair service on all audiovisual equipment and the furnishing of loan equipment when repairs required a period longer than 24 hours.
- An AV consultant available from the central office for demonstration, training, and advice, and a trained audiovisual coordinator in each school.
- A parent-coordinator whose sole function was to conduct a parent information and education program designed to actively involve parents and community leaders in the education of children.

The record achieved in the special summer schools in Chicago is outstanding. Large gains have been noted in the academic areas, and the children's attitudes have improved substantially. They have willingly accepted their responsibilities in the project and have looked forward eagerly to the next day, for every day is a happy and exciting experience.